



Qualification Guidance



# BIIAB Level 3 Diploma for the Children and Young People's Workforce (England)

Level 3 Diploma – 601/7785/8



## Qualification Guidance

### About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

### Sources of Additional Information

The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.co.uk) provides access to a wide variety of information.

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Version	Date	Details of Change
2.1	June 2023	Reformatted Qualification Guide into new branding
2.2	February 2024	Progression details updated

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

BIIAB Level 3 Diploma for the Children and Young People’s Workforce (England) – 601/7785/8	
<b>Qualification Purpose</b>	To confirm occupational competence.
<b>Age Range</b>	<b>Pre 16</b> <b>16-18</b> ✓ <b>18+</b> <b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by Ofqual
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)
<b>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed
<b>Operational Start Date</b>	01/11/2015
<b>Review Date</b>	30/09/2025
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	443 hours
<b>Total Qualification Time (TQT)</b>	650 hours
<b>Credit Value</b>	65
<b>BIIAB Qualifications Limited Sector</b>	Childcare
<b>Ofqual SSA Sector</b>	1.5 Child Development and Well-being
<b>Support from Trade Associations</b>	
<b>Administering Office</b>	See BIIAB Qualifications Limited web site



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### About the BIIAB Level 3 Diploma for the Children and Young People's Workforce (England)

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
BIIAB Level 3 Diploma for the Children and Young People's Workforce (England)	601/7785/8

### Objective and Purpose of this Qualification

This qualification has been designed to allow learners to obtain and then demonstrate the knowledge and skills required when working at level 2 with children and young people.

Achievement of this qualification indicates competence. Alongside the BIIAB Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings and Functional Skills, the qualification is designed to make up the component parts of the Intermediate Apprenticeship for the Children and Young People's Workforce in England.

The primary purpose of the qualification is to confirm occupational competence.

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.



## Qualification Guidance

### About this Guidance

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

### BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Support team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

### What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- the total credit value of the qualification
- the amount of credit that must be achieved within specific groups of units (e.g. Mandatory, Optional Unit, and Optional groups)

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- the minimum credit which must be achieved at the level or above the level of the qualification
- the Total Qualification Time (TQT)
- the title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## **BIIAB Level 3 Diploma for the Children and Young People's Workforce (England) Rules of Combination (ROC) and Structure**

To achieve the BIIAB Level 3 Diploma for the Children and Young People's Workforce (England) learners **must** gain a **total of 65** credits. This **must** consist of:

- Minimum total credit: **65**
- Mandatory Group A credit: **27**
- A **minimum** of **38** credits from Optional Group B which comprises pathways as follows:
  - Group C – Early Learning and Childcare – minimum **22** credits
  - Group D – Social Care – minimum **13** credits
  - Group E – Learning Development and Support Services – minimum **13** credits
  - The remaining credits must be taken from Group F
  - Units achieved as part of the chosen pathway can be taken only once and cannot be counted again as achieved in Group F
- A **minimum of 65** credits **must** be achieved through the completion of units at **Level 3** and above
- Guided Learning hours (GLH): **443** hours
- Total Qualification Time (TQT): **650** hours

This qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at this level.

Listed on the next page are the qualification units.

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### Mandatory Unit Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA132	J/601/1434	Promote communication in health, social care or children's and young people's settings	3	3	10	Portfolio
CA138	A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3	10	Portfolio
CA1139	Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	3	2	8	Portfolio
CA140	R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5	Assessment Knowledge Module
3CYPW01	L/601/1693	Understand Child and Young Person Development	3	4	30	Portfolio
3CYPW02	R/601/1694	Promote Child and Young Person Development	3	3	25	Portfolio
3CYPW03	Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	3	3	25	Portfolio
3CYPW04	D/601/1696	Support Children and Young People's Health and Safety	3	2	15	Portfolio



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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CYPW05	H/601/1697	Develop Positive Relationship with Children, Young People and Others Involved in Their Care	3	1	8	Portfolio
3CYPW06	K/601/1698	Working Together for the Benefit of Children and Young People	3	2	15	Portfolio
3CYPW07	M/601/1699	Understand How to Support Positive Outcomes for Children and Young People	3	3	25	Portfolio

## Optional Group B

### Group C – Early Learning and Childcare pathway

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CYPW10	J/600/9781	Context and principles for early years provision	3	4	24	Portfolio
3CYPW11	L/600/9782	Promote learning and development in the early years	3	5	40	Portfolio
3CYPW12	Y/600/9784	Promote children's welfare and well-being in the early years	3	6	45	Portfolio
3CYPW13	H/600/9786	Professional practice in early years settings	3	3	20	Portfolio
CA302	T/600/9789	Support children's speech, language and communication	3	4	30	Portfolio

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### Group D – Social Care pathway

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CYPW14	M/600/9760	Assessment and planning with children and young people	3	5	35	Portfolio
3CYPW15	F/600/9780	Promote the well-being and resilience of children and young people	3	4	30	Portfolio
3CYPW16	F/601/0315	Professional practice in children and young people's social care	3	4	30	Portfolio

### Group E – Learning Development and Support Services pathway

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CYPW17	D/600/9785	Support children and young people to achieve their education potential	3	4	30	Portfolio
3CYPW18	M/600/9788	Support children and young people to make positive changes in their lives	3	4	27	Portfolio
3CYPW19	D/600/9799	Professional Practice in learning, development and support services	3	5	35	Portfolio

### Group F – Optional Units

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CYPW10	J/600/9781	Context and principles for early years provision	3	4	24	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CYPW11	L/600/9782	Promote learning and development in the early years	3	5	30	Portfolio
3CYPW12	Y/600/9784	Promote children's welfare and well-being in the early years	3	6	45	Portfolio
3CYPW13	H/600/9786	Professional practice in early years settings	3	3	20	Portfolio
CA302	T/600/9789	Support children's speech, language and communication	3	4	30	Portfolio
3CYPW14	M/600/9760	Assessment and planning with children and young people	3	5	35	Portfolio
3CYPW15	F/600/9780	Promote the well-being and resilience of children and young people	3	4	30	Portfolio
3CYPW16	F/601/0315	Professional practice in children and young people's social care	3	4	30	Portfolio
3CYPW17	D/600/9785	Support children and young people to achieve their education potential	3	4	30	Portfolio
3CYPW18	M/600/9788	Support children and young people to make positive changes in their lives	3	4	27	Portfolio
3CYPW19	D/600/9799	Professional Practice in learning, development and support services	3	5	35	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CYPW20	A/601/0121	Work with babies and young children to promote their development and learning	3	6	45	Portfolio
3CYPW21	D/601/0130	Care for the physical and nutritional needs of babies and young children	3	6	45	Portfolio
4CYPW01	H/601/0131	Lead and manage a community based early years setting	4	6	45	Portfolio
3CYPW22	M/601/0133	Promote young children's physical activity and movement skills	3	3	22	Portfolio
3CYPW23	Y/600/9770	Understand how to set up a home based childcare service	3	4	29	Portfolio
4CYPW02	T/601/0134	Support disabled children and young people and those with specific requirements	4	6	45	Portfolio
4CYPW03	A/601/0135	Promote creativity and creative learning in young children	4	5	35	Portfolio
4CYPW04	T/600/9775	Coordinate special educational needs provision	4	5	35	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
CA303	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	40	Portfolio
3CYPW24	K/601/0132	Support children or young people in their own home	3	4	30	Portfolio
3CYPW09	M/600/9807	Support the creativity of children and young people	3	3	20	Portfolio
3CYPW25	A/600/9809	Work with children and young people in a residential care setting	3	5	35	Portfolio
3CYPW26	M/601/1329	Support young people to develop, implement and review a plan of action	3	3	25	Portfolio
3CYPW27	A/601/1334	Provide information and advice to children and young people	3	3	22	Portfolio
3CYPW28	L/601/1337	Develop interviewing skills for work with children and young people	3	3	21	Portfolio
3CYPW29	D/601/1343	Caseload management	3	3	21	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CYPW30	F/601/1349	Support young people to move towards independence and manage their lives	3	3	20	Portfolio
3CYPW31	D/601/1357	Support children and young people to achieve their learning potential	3	3	20	Portfolio
3CYPW32	R/601/1369	Support children and young people to have positive relationships	3	3	20	Portfolio
3CYPW33	M/601/1377	Improving the attendance of children and young people in statutory education	3	5	40	Portfolio
3CYPW34	T/601/1381	Facilitate the learning and development of children and young people through mentoring	3	4	30	Portfolio
3CYPW35	L/601/2861	Support positive practice with children and young people with speech, language and communication needs	3	4	28	Portfolio
3CYPW36	A/601/2872	Support speech, language and communication development	3	3	20	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CYPW37	Y/601/2877	Work with parents, families and carers to support their children's speech, language and communication development	3	3	23	Portfolio
3CYPW08	M/601/2884	Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties	3	3	25	Portfolio
3CYPW38	J/601/2888	Support the speech, language and communication development of children who are learning more than one language	3	3	26	Portfolio
3CYPW39	L/601/2889	Support children and young people's speech, language and communication skills	3	3	25	Portfolio
3CYPW40	J/601/1806	Support Care within fostering services for vulnerable children and young people	3	3	20	Portfolio
3CYPW41	R/601/1386	Support the referral process for children and young people	3	3	20	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CYPW42	L/502/5261	Support young people who are involved in anti-social and/or criminal activities	3	2	10	Portfolio
3CYPW43	A/502/5224	Support young people who are looked after or are leaving care	3	3	23	Portfolio
3CYPW44	R/502/5231	Support young people who are socially excluded or excluded from school	3	2	10	Portfolio
3CYPW45	F/502/5242	Support young people in relation to sexual health and risk of pregnancy	3	2	10	Portfolio
3CYPW46	H/502/4682	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	3	3	20	Portfolio
3CYPW47	Y/502/4680	Work with parents to meet their children's needs	3	3	20	Portfolio
3CYPW48	T/502/5240	Support young people with mental health problems	3	3	23	Portfolio
3CYPW49	J/502/4660	Engage young parents in supporting their children's development	3	3	20	Portfolio



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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
3CYPW50	Y/502/4663	Engage fathers in their children's early learning	3	3	20	Portfolio
3CYPW51	M/502/3812	Engage parents in their children's early learning	3	3	20	Portfolio
CA114	F/601/3764	Promote positive behaviour	3	6	44	Portfolio
CA115	F/601/4056	Support use of medication in social care settings	3	5	40	Portfolio

### Barred Units

This Unit	Is barred against this Unit / these Units
4CYPW03 Promote creativity and creative learning in young children (A/601/0135)	3CYPW09 Support the creativity of children and young people (M/600/9807)
3CYPW36 Support speech, language and communication development (A/601/2872)	CA302 Support children's speech, language and communication (T/600/9789)
3CYPW17 Support children and young people to achieve their education potential (D/600/9785)	3CYPW31 Support children and young people to achieve their learning potential (D/601/1357)  3CYPW26 Support young people to develop, implement and review a plan of action (M/601/1329)
3CYPW31 Support children and young people to achieve their learning potential (D/601/1357)	3CYPW17 Support children and young people to achieve their education potential (D/600/9785)

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3CYPW39 Support children and young people's speech, language and communication skills (L/601/2889)	CA302 Support children's speech, language and communication (T/600/9789)
3CYPW09 Support the creativity of children and young people (M/600/9807)	4CYPW03 Promote creativity and creative learning in young children (A/601/0135)
3CYPW26 Support young people to develop, implement and review a plan of action (M/601/1329)	3CYPW17 Support children and young people to achieve their education potential (D/600/9785)
CA302 Support children's speech, language and communication (T/600/9789)	3CYPW36 Support speech, language and communication development (A/601/2872)  3CYPW39 Support children and young people's speech, language and communication skills (L/601/2889)

## Age Restriction

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+

## Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the opportunity to demonstrate competence in order to work effectively at this level with children and young people.

For learners who want to continue their learning at a higher level in this area the recommended progression route is to the BIIAB Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England).

Alternatively, if learners wish to work with adults rather than children and young people, they could choose the BIIAB Level 4 Diploma in Adult Care.

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Achievement of the qualification offers opportunities for progression, including:

- 603/2877/0 BIIAB Level 4 Diploma in Adult Care
- 601/6855/9 BIIAB Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

## Assessment

### Overview of assessment strategy

The qualification contains competence and knowledge units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor.

BIIAB Qualifications Limited has developed Assessment Knowledge Modules (AKM) for the following optional knowledge unit:

- CA140 Principles for implementing duty of care in health, social care or children's and young people's settings

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes

### Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the

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standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

## Assessment Strategy

There is one assessment strategies applicable to this qualification:

- Skills for Care Assessment Principles

While BIIAB has not itself designed the strategy it agrees with the principles and its suitability for this qualification. BIIAB has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provide details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

## Skills for Care Assessment Principles

### 1 Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

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- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

## 2 Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for competence based LO where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

## 3 Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

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### 4 Definitions

#### 4.1 Occupationally competent

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

#### 4.2 Occupationally knowledgeable

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

#### 4.3 Qualified to make assessment decisions

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

#### 4.4 Qualified to make quality assurance decisions

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### 4.5 Expert witness:

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

## Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- Learners do not understand why they are not yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence



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BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- A Summative Reflective account template
- Access to the units

All of these resources are available on request.

## Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this guidance document.



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### Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that forms part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning hours (GL).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.

## Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

### Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).



## Qualification Guidance

### Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

### Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision



## Qualification Guidance

of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

## Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## Initial Registration

### Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

### Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>  
BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of



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which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

## Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

## Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please contact BIIAB Qualifications Limited.

## Promote communication in health, social care or children's and young people's settings

<b>Unit Reference</b>	J/601/1434
<b>BIIAB Reference</b>	CA132
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	10
<b>Unit Summary</b>	This unit provides the learner with the knowledge to communicate effectively in health, social care and children and young people settings
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.3)</b> The learner can:
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate  1.2 Explain how communication affects relationships in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals  2.2 Describe the factors to consider when promoting effective communication  2.3 Demonstrate a range of communication methods and styles to meet individual needs  2.4 Demonstrate how to respond to an individual's reactions when communicating
3. Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways

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	<p>3.2 Identify barriers to effective communication</p> <p>3.3 Demonstrate ways to overcome barriers to communication</p> <p>3.4 Demonstrate strategies that can be used to clarify misunderstandings</p> <p>3.5 Explain how to access extra support or services to enable individuals to communicate effectively</p>
<p>4. Be able to apply principles and practices relating to confidentiality</p>	<p>4.1 Explain the meaning of the term confidentiality</p> <p>4.2 Demonstrate ways to maintain confidentiality in day to day communication</p> <p>4.3 Describe the potential tension between maintaining an individual’s confidentiality and disclosing concerns</p>

### Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

## Engage in personal development in health, social care or children's and young people's settings

<b>Unit Reference</b>	A/601/1429
<b>BIIAB Reference</b>	CA138
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	10
<b>Unit Summary</b>	This unit provides the learner with the knowledge to personally develop within their role
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.3)</b> The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role  1.2 Explain expectations about own work role as expressed in relevant standards
2. Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided  2.2 Demonstrate the ability to reflect on practice  2.3 Describe how own values, belief systems and experiences may affect working practice
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards  3.2 Demonstrate use of feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	4.1 Identify sources of support for planning and reviewing own development

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	<p>4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities</p> <p>4.3 Demonstrate how to work with others to agree own personal development plan</p>
<p>5. Be able to use learning opportunities and reflective practice to contribute to personal development</p>	<p>5.1 Evaluate how learning activities have affected practice</p> <p>5.2 Demonstrate how reflective practice has led to improved ways of working</p> <p>5.3 Show how to record progress in relation to personal development</p>

### Assessment Requirements and Evidence Requirements

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

## Promote equality and inclusion in health, social care or children’s and young people’s settings

<b>Unit Reference</b>	Y/601/1437
<b>BIIAB Reference</b>	CA1139
<b>Level</b>	3
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	8
<b>Unit Summary</b>	This unit provides the learner with the knowledge of equality and inclusion within health, social care and children’s and young people’s settings
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.3)</b> The learner can:
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> </ul> 1.2 Describe the potential effects of discrimination 1.3 Explain how inclusive practice promotes equality and supports diversity
2. Be able to work in an inclusive way	2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role 2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
3. Be able to promote diversity, equality and inclusion	3.1 Demonstrate actions that model inclusive practice 3.2 Demonstrate how to support others to promote equality and rights



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	3.3 Describe how to challenge discrimination in a way that promotes change
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### **Assessment Requirements and Evidence Requirements**

This unit must be assessed in accordance with the Skills for Care Assessment Principles.

## Principles for implementing duty of care in health, social care or children's and young people's settings

<b>Unit Reference</b>	R/601/1436
<b>BIIAB Reference</b>	CA140
<b>Level</b>	3
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	5
<b>Unit Summary</b>	This unit provides the learner with the knowledge of implementing duty of care in health, social care and children and young people's settings
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.2)</b> The learner can:
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role  1.2 Explain how duty of care contributes to the safeguarding or protection of individuals
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights  2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care  2.3 Explain where to get additional support and advice about conflicts and dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints  3.2 Explain the main points of agreed procedures for handling complaints

## Qualification Guidance

<b>Assessment Requirements and Evidence Requirements</b>
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<p>This unit must be assessed in accordance with the Skills for Care Assessment Principles.</p>
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## Understand Child and Young Person Development

<b>Unit Reference</b>	L/601/1693
<b>BIIAB Reference</b>	3CYPW01
<b>Level</b>	3
<b>Credit Value</b>	4
<b>Guided Learning (GL)</b>	30
<b>Unit Summary</b>	This unit enables the learner to understand the main stages and potential effects of child and young people's development
<b>Learning Outcomes (1 to 5)</b> The learner will:	<b>Assessment Criteria (1.1 to 5.2)</b> The learner can:
1. Understand the expected pattern of development for children and young people from birth - 19 years	1.1 Explain the sequence and rate of each aspect of development from birth – 19 years  1.2 Explain the difference between sequence of development and rate of development and why the difference is important
2. Understand the factors that influence children and young people's development and how these affect practice	2.1 Explain how children and young people's development is influenced by a range of personal factors  2.2 Explain how children and young people's development is influenced by a range of external factors  2.3 Explain how theories of development and frameworks to support development influence current practice
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1 Explain how to monitor children and young people's development using different methods  3.2 Explain the reasons why children and young people's development may not follow the expected pattern

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	<p>3.3 Explain how disability may affect development</p> <p>3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern</p>
<p>4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people</p>	<p>4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition</p> <p>4.2 Explain how multi agency teams work together to support speech, language and communication</p> <p>4.3 Explain how play and activities are used to support the development of speech, language and communication</p>
<p>5. Understand the potential effects of transitions on children and young people’s development</p>	<p>5.1 Explain how different types of transitions can affect children and young people’s development</p> <p>5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition</p>

### Assessment requirements and Evidence Requirements

This unit should be assessed in line with the Skills for Care and Development Assessment Principles.

<b>Additional Information</b>	
Assessment Criterion 1.1	<b>Aspect of development</b> includes: <ul style="list-style-type: none"> <li>• physical</li> <li>• communication</li> <li>• intellectual/cognitive</li> <li>• social, emotional and behavioural</li> <li>• moral</li> </ul>
Assessment Criterion 2.1	<b>Personal factors</b> include: <ul style="list-style-type: none"> <li>• health status</li> <li>• disability</li> <li>• sensory impairment learning difficulties</li> </ul>
Assessment Criterion 2.2	<b>External factors</b> include: <ul style="list-style-type: none"> <li>• poverty and deprivation</li> <li>• family environment and background</li> <li>• personal choices</li> <li>• looked after / care status</li> <li>• education</li> </ul>
Assessment Criterion 2.3	<b>Theories of development</b> including: <ul style="list-style-type: none"> <li>• cognitive (e.g. Piaget)</li> <li>• psychoanalytic (e.g. Freud)</li> <li>• humanist (e.g. Maslow)</li> <li>• social learning (e.g. Bandura)</li> <li>• operant conditioning (e.g. Skinner)</li> <li>• behaviourist (e.g. Watson)</li> </ul>
Assessment Criterion 2.3	Frameworks to support development including: <ul style="list-style-type: none"> <li>• social pedagogy</li> </ul>
Assessment Criterion 3.1	<b>Methods of assessing development</b> needs e.g.: <ul style="list-style-type: none"> <li>• assessment framework/s</li> <li>• observation</li> <li>• standard measurements</li> <li>• information from carers and colleagues</li> </ul>
Assessment Criterion 3.2	<b>Reasons</b> why development is not following expected pattern e.g.: <ul style="list-style-type: none"> <li>• disability</li> <li>• emotional</li> <li>• physical</li> </ul>

	<ul style="list-style-type: none"> <li>• environmental</li> <li>• cultural</li> <li>• social</li> <li>• learning needs</li> <li>• communication</li> </ul>
<p>Assessment Criterion 3.4</p>	<p><b>Different types of interventions</b> e.g.:</p> <ul style="list-style-type: none"> <li>• social worker</li> <li>• speech and language therapist</li> <li>• psychologist</li> <li>• psychiatrist</li> <li>• youth justice</li> <li>• physiotherapist</li> <li>• nurse specialist</li> <li>• additional learning support</li> <li>• assistive technology</li> <li>• health visitor</li> </ul>
<p>Assessment Criterion 5.1</p>	<p><b>Types of transitions</b> including:</p> <ul style="list-style-type: none"> <li>• emotional, affected by personal experience e.g. bereavement, entering/ leaving care</li> <li>• physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another</li> <li>• physiological e.g. puberty, long term medical conditions</li> <li>• intellectual e.g. moving from pre school to primary to post primary</li> </ul>

## Promote Child and Young Person Development

<b>Unit Reference</b>	R/601/1694
<b>BIIAB Reference</b>	3CYPW02
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	25
<b>Unit Summary</b>	This unit enables the learner to promote child and young people's development
<b>Learning Outcomes (1 to 6)</b> The learner will:	<b>Assessment Criteria (1.1 to 6.2)</b> The learner can:
1. Be able to assess the development needs of children or young people and prepare a development plan	<p>1.1 Explain the factors that need to be taken into account when assessing development</p> <p>1.2 Assess a child or young person's development in the following areas</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Communication</li> <li>• Intellectual/ cognitive</li> <li>• Social, emotional and behavioural</li> <li>• Moral</li> </ul> <p>1.3 Explain the selection of the assessment methods used</p> <p>1.4 Develop a plan to meet the development needs of a child or young person in the work setting</p>
2. Be able to promote the development of children or young people	<p>2.1 Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected</p> <p>2.2 Evaluate and revise the development plan in the light of implementation</p> <p>2.3 Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work</p>



	<p>2.4 Listen to children or young people and communicate in a way that encourages them to feel valued</p> <p>2.5 Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities</p>
<p>3. Be able to support the provision of environments and services that promote the development of children or young people</p>	<p>3.1 Explain the features of an environment or service that promotes the development of children and young people</p> <p>3.2 Demonstrate how own work environment or service is organised to promote the development of children or young people</p>
<p>4. Understand how working practices can impact on the development of children and young people</p>	<p>4.1 Explain how own working practice can affect children and young people's development</p> <p>4.2 Explain how institutions, agencies and services can affect children and young people's development</p>
<p>5. Be able to support children and young people's positive behaviour</p>	<p>5.1 Demonstrate how they work with children and young people to encourage positive behaviour</p> <p>5.2 Evaluate different approaches to supporting positive behaviour</p>
<p>6. Be able to support children and young people experiencing transitions</p>	<p>6.1 Explain how to support children and young people experiencing different types of transitions</p> <p>6.2 Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives</p>

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### Assessment requirements and Evidence Requirements

This unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcomes 1, 2, 3, 5 and 6 must be assessed in a real work environment. Simulation is not permitted.

Some reflection on practice should be included in the assessment.

### Additional Information

<p>Assessment Criterion 1.1</p>	<p><b>Factors that need to be taken into account when assessing development</b> e.g.:</p> <ul style="list-style-type: none"> <li>• confidentiality and when, for the safety of the child or young person, confidentiality must be breached</li> <li>• children’s wishes and feelings</li> <li>• ethnic, linguistic and cultural background</li> <li>• disability or specific requirements (additional needs)</li> <li>• reliability of information</li> <li>• avoiding bias</li> </ul>
<p>Assessment Criterion 1.3</p>	<p><b>Assessment methods</b> e.g.:</p> <ul style="list-style-type: none"> <li>• assessment framework/s</li> <li>• observation</li> <li>• standard measurements</li> <li>• information from parents, carers, children and young people, other professionals and colleagues</li> </ul>
<p>Assessment Criteria 1.4, 2.1, 2.2</p>	<p><b>Plan</b> Encouraging child or young person to take responsibility for own development should feature in plan.</p>
<p>Assessment Criteria 1.4, 2.1, 2.2</p>	<p><b>Development plan</b> A development plan can be drawn from a lead practitioner (e.g. a teacher’s) overarching plan.</p>

<p>Assessment Criterion 3.1</p>	<p><b>Features of an environment or service e.g.:</b></p> <ul style="list-style-type: none"> <li>• stimulating and attractive</li> <li>• well planned and organised</li> <li>• personalised and inclusive</li> <li>• encouraging and practising participation</li> <li>• high quality policies in place and followed</li> <li>• regulatory requirements met</li> <li>• varied</li> <li>• meeting individual and group needs</li> <li>• providing appropriate risk and challenge</li> <li>• involving parents and carers where appropriate to setting or service</li> </ul>
<p>Assessment Criterion 3.2</p>	<p><b>How own work environment or service is organised e.g.:</b></p> <ul style="list-style-type: none"> <li>• taking into account personal and external factors</li> <li>• providing specific activities such as play, learning, home visiting</li> <li>• providing services</li> <li>• measuring outcomes</li> <li>• communicating effectively and showing appropriate empathy and understanding</li> <li>• supporting participation</li> <li>• involving parents and carers where appropriate to setting or service</li> <li>• supporting children and young people’s rights</li> </ul>
<p>Learning Outcome 5</p>	<p><b>Positive behaviour support e.g.:</b></p> <ul style="list-style-type: none"> <li>• least restrictive principle</li> <li>• reinforcing positive behaviour</li> <li>• modelling/positive culture</li> <li>• looking for reasons for inappropriate behaviour and adapting responses</li> <li>• individual behaviour planning</li> <li>• phased stages</li> <li>• planning interventions to reduce inappropriate behaviour</li> <li>• de-escalate and diversion</li> <li>• containment</li> <li>• following management plans</li> <li>• boundary setting and negotiation</li> <li>• supporting children and young people’s reflection on and management of own behaviour</li> </ul>

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	<ul style="list-style-type: none"> <li>• anti-bullying strategies</li> <li>• time out (following up to date guidance)</li> <li>• use of physical intervention (following up to date guidance)</li> </ul>
<p>Assessment Criterion 6.1</p>	<p><b>Different types of transitions e.g.:</b></p> <ul style="list-style-type: none"> <li>• emotional, affected by personal experience e.g. bereavement, entering/ leaving care</li> <li>• physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another</li> <li>• physiological e.g. puberty, long term medical conditions</li> <li>• intellectual e.g. moving from pre-school to primary to post-primary, smaller daily transitions</li> </ul>

## Understand How to Safeguard the Wellbeing of Children and Young People

<b>Unit Reference</b>	Y/601/1695
<b>BIIAB Reference</b>	3CYPW03
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	25
<b>Unit Summary</b>	This unit enables the learner to contribute to understand safeguarding children and young people
<b>Learning Outcomes (1 to 7)</b> The learner will:	<b>Assessment Criteria (1.1 to 7.2)</b> The learner can:
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	<p>1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people</p> <p>1.2 Explain child protection within the wider concept of safeguarding children and young people</p> <p>1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people</p> <p>1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice</p> <p>1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing</p>
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	<p>2.1 Explain the importance of safeguarding children and young people</p> <p>2.2 Explain the importance of a child or young person centred approach</p>

	<p>2.3 Explain what is meant by partnership working in the context of safeguarding</p> <p>2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed</p>
<p>3. Understand the importance of ensuring children and young people’s safety and protection in the work setting</p>	<p>3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting</p> <p>3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them</p> <p>3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle blowers and those whose practice or behaviour is being questioned are protected</p> <p>3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits</p>
<p>4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed</p>	<p>4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding</p> <p>4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting</p> <p>4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged</p>

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<p>5. Understand how to respond to evidence or concerns that a child or young person has been bullied</p>	<p>5.1 Explain different types of bullying and the potential effects on children and young people</p> <p>5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place</p> <p>5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged</p>
<p>6. Understand how to work with children and young people to support their safety and wellbeing</p>	<p>6.1 Explain how to support children and young people's self-confidence and self-esteem</p> <p>6.2 Analyse the importance of supporting resilience in children and young people</p> <p>6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety</p> <p>6.4 Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety</p>
<p>7. Understand the importance of e-safety for children and young people</p>	<p>7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone</p> <p>7.2 Describe ways of reducing risk to children and young people from:</p> <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying online</li> <li>• using a mobile phone</li> </ul>

**Assessment requirements and Evidence Requirements**

This unit should be assessed in line with the Skills for Care and Development Principles.

**Additional Information**

Assessment Criterion 1.3	<b>Day to day work</b> e.g.: <ul style="list-style-type: none"> <li>• childcare practice</li> <li>• child protection</li> <li>• risk assessment</li> <li>• ensuring the voice of the child or young person is heard (e.g. providing advocacy services)</li> <li>• supporting children and young people and others who may be expressing concerns</li> </ul>
Assessment Criterion 2.4	<b>Different organisations</b> e.g.: <ul style="list-style-type: none"> <li>• social services</li> <li>• NSPCC</li> <li>• health visiting</li> <li>• GP</li> <li>• probation</li> <li>• police</li> <li>• school</li> <li>• psychology service</li> </ul>
Assessment Criteria 4.2, 5.2	<b>Policies and procedures for safe working</b> e.g.: <ul style="list-style-type: none"> <li>• working in an open and transparent way</li> <li>• listening to children and young people</li> <li>• duty of care</li> <li>• whistle blowing</li> <li>• power and positions of trust</li> <li>• propriety and behaviour</li> <li>• physical contact</li> <li>• intimate personal care</li> <li>• off site visits</li> <li>• photography and video</li> <li>• sharing concerns and recording/ reporting incidents</li> </ul>



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<p>Assessment Criteria 5.1, 5.2, 5.3</p>	<p><b>Bullying</b> e.g.:</p> <ul style="list-style-type: none"><li>• physical (pushing, kicking, hitting, pinching and other forms of violence or threats)</li><li>• verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)</li><li>• emotional (excluding, tormenting, ridicule, humiliation)</li><li>• cyber-bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else)</li><li>• specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities</li></ul>
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## Support Children and Young People’s Health and Safety

<b>Unit Reference</b>	D/601/1696
<b>BIIAB Reference</b>	3CPYW04
<b>Level</b>	3
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	15
<b>Unit Summary</b>	This unit enables the learner to support children and young people’s health and safety
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.2)</b> The learner can:
1. Understand how to plan and provide environments and services that support children and young people’s health and safety	1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services  1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely  1.3 Identify sources of current guidance for planning healthy and safe environments and services  1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues  2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits  2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk

## Qualification Guidance

	2.4 Explain how health and safety risk assessments are monitored and reviewed
3. Understand how to support children and young people to assess and manage risk for themselves	<p>3.1 Explain why it is important to take a balanced approach to risk management</p> <p>3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements</p> <p>3.3 Give example from own practice of supporting children or young people to assess and manage risk</p>
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	<p>4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness</p> <p>4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies</p>

### Assessment requirements and Evidence Requirements

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Assessment of Learning Outcome 2 must take place in a real work environment.

Simulation is not permitted.

### Additional Information

Assessment Criterion  
1.1

**Factors** e.g.:

- the individual needs, age and abilities of the children and young people
- specific risks to individuals such as pregnancy, sensory impairments

	<ul style="list-style-type: none"> <li>• the needs of carers where relevant</li> <li>• the function and purpose of environments and services offered</li> <li>• the duty of care</li> <li>• desired outcomes for the children and young people</li> <li>• lines of responsibility and accountability</li> </ul>
<p>Assessment Criterion 2.1</p>	<p><b>Potential hazards</b> e.g.:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• security</li> <li>• fire</li> <li>• food safety</li> <li>• personal safety</li> </ul>
<p>Assessment Criterion 3.1</p>	<p><b>Balanced approach to risk management:</b></p> <ul style="list-style-type: none"> <li>• taking into account child or young person’s age, needs and abilities</li> <li>• avoiding excessive risk-taking</li> <li>• not being excessively risk averse</li> <li>• recognising the importance of risk and challenge to a child or young person’s development</li> </ul>
<p>Learning Outcome 4</p>	<p><b>Accidents, incidents, emergencies and illness</b> e.g.:</p> <ul style="list-style-type: none"> <li>• accidents involving children, young people or adults</li> <li>• incidents – all types</li> <li>• emergencies such as fire, missing children or young people, evacuation</li> <li>• recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action</li> </ul>

## Develop Positive Relationship with Children, Young People and Others Involved in Their Care

<b>Unit Reference</b>	H/601/1697
<b>BIIAB Reference</b>	3CYPW05
<b>Level</b>	3
<b>Credit Value</b>	1
<b>Guided Learning (GL)</b>	8
<b>Unit Summary</b>	This unit enables the learner to develop and build relationships with children and young people
<b>Learning Outcomes (1 to 2)</b> The learner will:	<b>Assessment Criteria (1.1 to 2.2)</b> The learner can:
1. Be able to develop positive relationships with children and young people	1.1 Explain why positive relationships with children and young people are important and how these are built and maintained  1.2 Demonstrate how to listen to and build relationships with children and young people  1.3 Evaluate own effectiveness in building relationships with children or young people
2. Be able to build positive relationships with people involved in the care of children and young people	2.1 Explain why positive relationships with people involved in the care of children and young people are important  2.2 Demonstrate how to build positive relationships with people involved in the care of children and young people

### Assessment requirements and Evidence Requirements

This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.

This unit must be assessed in a real work environment.

<b>Additional Information</b>	
Learning Outcome 1, 2	<p><b>Positive relationships are built and maintained</b> e.g.:</p> <ul style="list-style-type: none"> <li>• communicating effectively</li> <li>• identifying and sorting out conflicts and disagreements</li> <li>• being consistent and fair</li> <li>• showing respect and courtesy</li> <li>• valuing and respecting individuality</li> <li>• keeping promises and honouring commitments</li> <li>• monitoring impact of own behaviour on others</li> <li>• keeping confidentiality as appropriate</li> <li>• recognising and responding appropriately to the power base underpinning relationships</li> </ul>
Learning Outcome 2	<p><b>People involved</b> e.g.:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• organisational managers and supervisors (where appropriate)</li> <li>• carers</li> <li>• official visitors e.g. inspectorate for the UK Home Nation (where appropriate)</li> <li>• other visitors</li> <li>• colleagues from other agencies and services</li> <li>• external partners</li> </ul>

## Working Together for the Benefit of Children and Young People

<b>Unit Reference</b>	K/601/1698
<b>BIIAB Reference</b>	3CYPW06
<b>Level</b>	3
<b>Credit Value</b>	2
<b>Guided Learning (GL)</b>	15
<b>Unit Summary</b>	This unit enables the learner to communicate and work with others for the benefit of children and young people
<b>Learning Outcomes (1 to 3)</b> The learner will:	<b>Assessment Criteria (1.1 to 3.3)</b> The learner can:
1. Understand integrated and multi-agency working	1.1 Explain the importance of multi-agency working and integrated working  1.2 Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people  1.3 Describe the functions of external agencies with whom your work setting or service interacts  1.4 Explain common barriers to integrated working and multi-agency working and how these can be overcome  1.5 Explain how and why referrals are made between agencies  1.6 Explain the assessment frameworks that are used in own UK Home Nation
2. Be able to communicate with others for professional purposes	2.1 Select appropriate communication methods for different circumstances  2.2 Demonstrate use of appropriate communication methods selected for different circumstances

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	2.3 Prepare reports that are accurate, legible, concise and meet legal requirements
3. Be able to support organisational processes and procedures for recording, storing and sharing information	<p>3.1 Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information</p> <p>3.2 Demonstrate how to maintain secure recording and storage systems for information:</p> <ul style="list-style-type: none"> <li>• paper based</li> <li>• electronic</li> </ul> <p>3.3 Analyse the potential tension between maintaining confidentiality with the need to disclose information:</p> <ul style="list-style-type: none"> <li>• where abuse of a child or young person is suspected</li> <li>• when it is suspected that a crime has been/may be committed</li> </ul>

### Assessment requirements and Evidence Requirements

This unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Learning Outcomes 2 and 3 must be assessed in real work environments.

### Additional Information

Assessment Criteria  
2.1, 2.2

#### Appropriate communication e.g.:

- use of electronic communication aids
- use of pictorial and design communication aids such as Mankato
- use of an interpreter when appropriate including British/Irish Sign Language interpreters
- effective use of the telephone
- preparing and delivering presentations
- written communication



## Qualification Guidance

	<ul style="list-style-type: none"> <li>• notes of meetings</li> <li>• personal records</li> <li>• presentations</li> <li>• letters</li> <li>• formal reports</li> <li>• e-mail</li> </ul>
<p>Assessment Criterion 2.3</p>	<p><b>Prepare reports</b> In some settings where this is not a practitioner’s lead responsibility (e.g. a school) it is acceptable for practitioners to produce an ‘example report’ or to support the lead practitioner in completing reports that are accurate, legible and concise and meet legal requirements.</p>

## Understand How to Support Positive Outcomes for Children and Young People

<b>Unit Reference</b>	M/601/1699
<b>BIIAB Reference</b>	3CYPW07
<b>Level</b>	3
<b>Credit Value</b>	3
<b>Guided Learning (GL)</b>	25
<b>Unit Summary</b>	This unit enables the learner to understand how to support positive outcomes for children and young people
<b>Learning Outcomes (1 to 4)</b> The learner will:	<b>Assessment Criteria (1.1 to 4.2)</b> The learner can:
1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1 Describe the social, economic and cultural factors that will impact on the lives of children and young people  1.2 Explain the importance and impact of poverty on outcomes and life chances for children and young people  1.3 Explain the role of children and young people's personal choices and experiences on their outcomes and life chances
2. Understand how practitioners can make a positive difference in outcomes for children and young people	2.1 Identify the positive outcomes for children and young people that practitioners should be striving to achieve  2.2 Explain the importance of designing services around the needs of children and young people  2.3 Explain the importance of active participation of children and young people in decisions affecting their lives  2.4 Explain how to support children and young people according to their age, needs and abilities to make personal choices and

## Qualification Guidance

	experiences that have a positive impact on their lives
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people	<p>3.1 Explain the potential impact of disability on the outcomes and life chances of children and young people</p> <p>3.2 Explain the importance of positive attitudes towards disability and specific requirements</p> <p>3.3 Explain the social and medical models of disability and the impact of each on practice</p> <p>3.4 Explain the different types of support that are available for disabled children and young people and those with specific requirements</p>
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people	<p>4.1 Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people</p> <p>4.2 Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes</p>

### Assessment requirements and Evidence Requirements

This unit should be assessed in line with the Skills for Care and Development QCF Assessment Principles.

<b>Additional Information</b>	
Learning Outcome 1	<b>Social, economic and cultural factors</b> e.g.: <ul style="list-style-type: none"> <li>• personal choice</li> <li>• being in care system</li> <li>• poverty</li> <li>• housing and community</li> <li>• educational environment</li> <li>• offending or anti-social behaviour</li> <li>• health status of self or family member</li> <li>• disability</li> <li>• health support (GP, health clinic, access to A&amp;E etc)</li> <li>• addictions in family or self</li> <li>• bereavement and loss</li> <li>• family expectations and encouragement</li> <li>• religious beliefs and customs</li> <li>• ethnic/cultural beliefs and customs</li> <li>• marginalisation and exclusion</li> </ul>
Assessment Criterion 2.1 Learning Outcomes 3, 4	<b>Positive outcomes for children and young people</b> e.g.: <ul style="list-style-type: none"> <li>• be healthy</li> <li>• stay safe</li> <li>• enjoy and achieve</li> <li>• make a positive contribution</li> <li>• achieve economic well-being</li> </ul>
Assessment Criterion 3.4	<b>Types of support</b> e.g.: <ul style="list-style-type: none"> <li>• speech and language therapy</li> <li>• support from health professionals</li> <li>• additional learning support</li> <li>• assistive technology</li> <li>• specialised services</li> </ul>